



Mokapu Elementary School

School Code: 322

Grades K-6

School Status and Improvement Report School Year 2003-04



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
Standards Implementation	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Statewide Testing 	
Other School Information	p. 8

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

School Description

Mokapu Elementary School is located on the Kaneohe Marine Corps Base Hawaii (MCBH). Mokapu serves Marine and Navy families who live on MCBH and serve in Hawaii typically for a three year tour of duty. MCBH is a deployment base; fathers and mothers in the Marines or Navy may be deployed six months or more away from Hawaii and their families,

Mokapu Elementary School is the largest elementary school in Windward Oahu, with a student enrollment ranging around 800. Still, we must bus some 100 students to other schools with in our complex. We are primarily a lower elementary school with five pre-school, seven kindergarten, and six classes of 1st & 2nd grade each. We only have three classes each in grades 5 & 6.

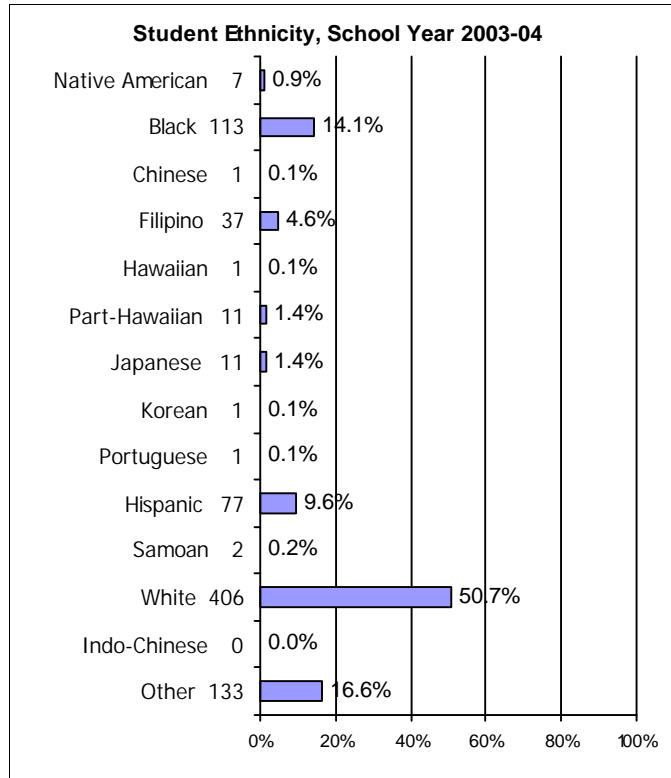
School Address:

Mokapu Elementary School
1193 Mokapu Blvd. KMCB Bldg.
Kailua, Hawaii 96734

School Setting

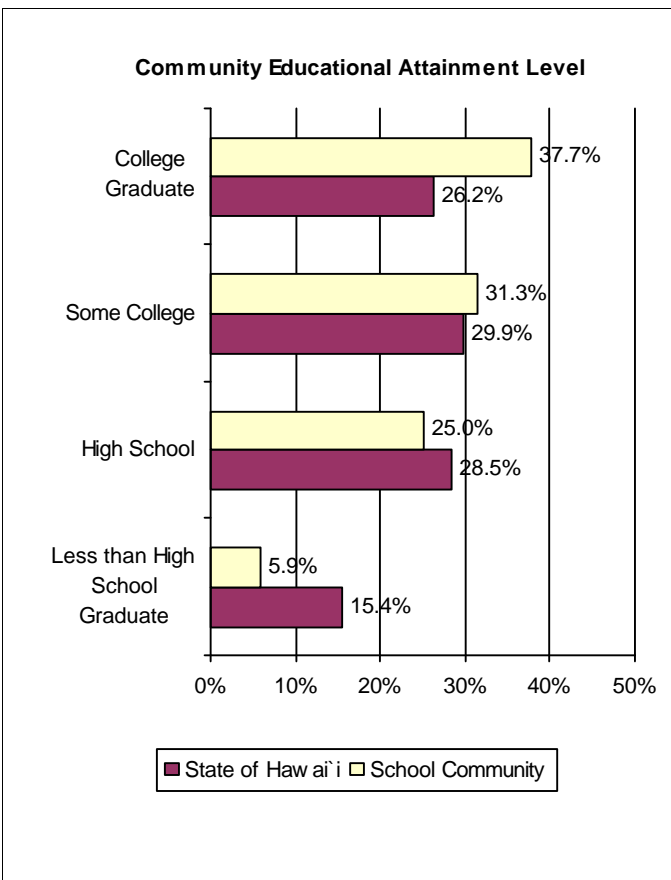
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	798	833	822
Number and percent of students enrolled for the entire school year	663 83.1%	651 78.2%	515 62.7%
Number and percent of students receiving free or reduced-cost lunch	313 39.2%	337 40.5%	337 41.0%
Number and percent of students in Special Education programs	74 9.3%	63 7.6%	68 8.3%
Number and percent of students with limited English proficiency	24 3.0%	18 2.2%	17 2.1%



Community Profile Based on the 2000 U.S. Census

Kalaheo Complex	School Community	State of Hawai'i
Total population	37,450	1,211,537
Percentage of population aged 5-19	20.9%	20.6%
Median age of population	33.8	36.2
Number of families	8,769	287,068
Percentage of families with children under 18	50.4%	45.0%
Percentage of families with children headed by a single mother	13.2%	18.3%
Average family size	3.3	3.42
Median household income	\$61,261	\$49,820
Percent of households with Public Assistance income	4.4%	7.6%
Percent of families with children living in poverty	6.7%	11.2%



Standards Implementation

Summary of Progress

Inclusiveness: Mokapu's SID process included all stakeholders, and was enhanced by the creation of a school-wide learning compact, and General Learner Outcomes (GLO) student self-assessments.

Purposefulness: The school focused on learning the six GLOs and standards/assessment. Student-friendly GLO "I Can" statements were adopted, the GLOs were posted in the school and classrooms, and GLO evidence folders were initiated.

Student-focused Efforts: The SID focused on student achievement, maintaining positive behavior while developing values to support attainment of the learner outcomes, and strengthening our student support system. Students set personal learning goals.

Action Orientation: Professional development targeted reading and math response, standards-based math instruction, and writing across the curriculum. Teachers aligned the math textbook to standards, and used classroom data to plan instruction in targeted math strands, reading and math response.

Accountability: Planning and implementation involved all stakeholders. The SID coordinator and committee chairpersons did monitoring of action plans. Schoolwide monitoring of achievement in reading, math, and writing three times a year, was conducted.

SID Leadership/Support: Leadership was not limited to key teachers or administrators. Leaders were given resources, empowered to lead, and worked with others in decision making.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		53.0
Regular Instruction, FTE	73.6%	39.0
Special Instruction, FTE	18.9%	10.0
Supplemental Instruction, FTE	7.5%	4.0
Teacher headcount		54
Teachers with 5 or more years at this school		23
Teachers' average years of experience		10.4
Teachers with advanced degrees		13

Professional Teacher Credentials

Fully licensed	87.0%	47
Provisional credential	13.0%	7
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	17.5
Special Instruction	6.8

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

School Year Ending 2004

Classrooms available	--
Number of classrooms short (-) or over (+)	--

School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		14	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good

Adequacy of School's Space

Data not available

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State	School	State	School ¹	State
Standards-Based Learning	2001	84%	n/a	71%	n/a	61%	n/a
	2003	83%	n/a	50%	n/a	62%	n/a
Quality Student Support	2001	64%	n/a	63%	n/a	44%	n/a
	2003	57%	n/a	50%	n/a	45%	n/a
Professionalism & System Capacity	2001	56%	n/a	80%	n/a	68%	n/a
	2003	53%	n/a	63%	n/a	70%	n/a
Coordinated Team Work	2001	57%	n/a	39%	n/a	48%	n/a
	2003	47%	n/a	27%	n/a	49%	n/a
Responsiveness of the System	2001	75%	n/a	65%	n/a	There are no student items for this dimension	
	2003	68%	n/a	59%	n/a		
Focused & Sustained Action	2001	62%	n/a	42%	n/a	49%	n/a
	2003	67%	n/a	27%	n/a	61%	n/a
Involvement	2001	81%	n/a	66%	n/a	41%	n/a
	2003	79%	n/a	60%	n/a	34%	n/a
Satisfaction	2001	39%	n/a	45%	n/a	43%	n/a
	2003	32%	n/a	28%	n/a	54%	n/a
Student Safety & Well Being	2001	69%	n/a	70%	n/a	43%	n/a
	2003	63%	n/a	53%	n/a	44%	n/a
Survey Return Rate	2001	73%	n/a	27%	n/a	87%	n/a
	2003	76%	70%	17%	22%	95%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

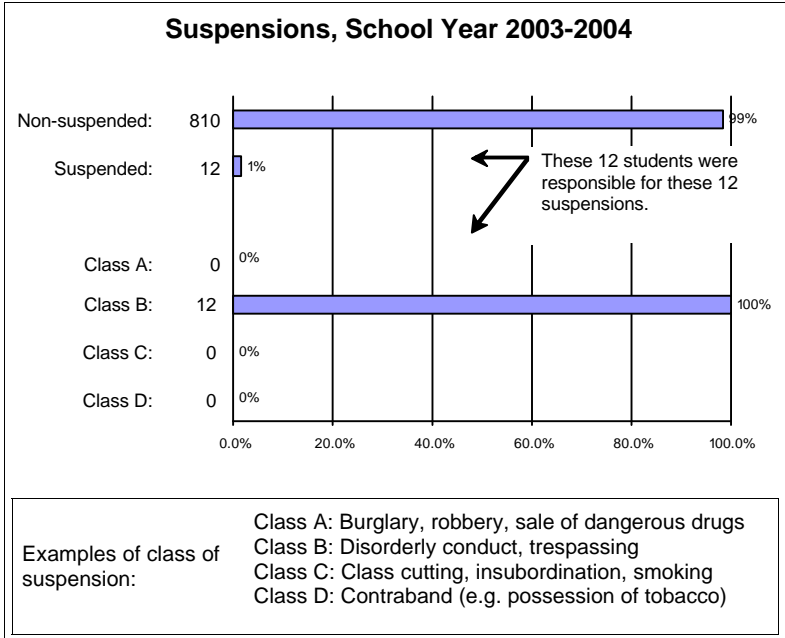
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
95.7%	95.9%	96.6%	95.0%
Average Daily Absences: in days (lower is better)			
7.6	7.0	6.0	9

Suspensions, School Year 2003-2004



School Retention

Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, retention calculations that conform to NCLB requirements are used.

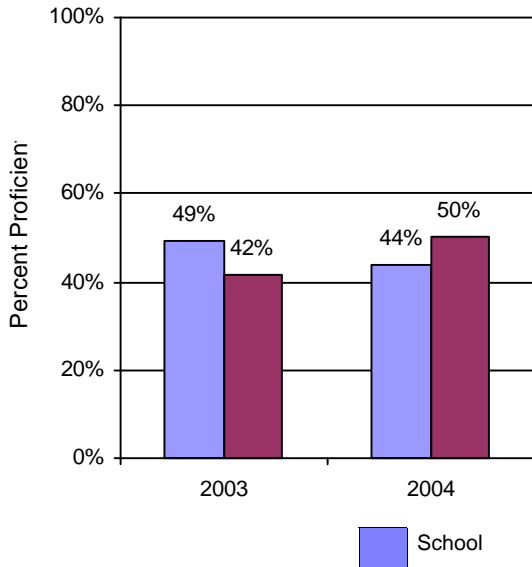
	Retention	
	2003	2004
Total number of students	676	670
Percent retained in grade	1%	1%

Vital Signs

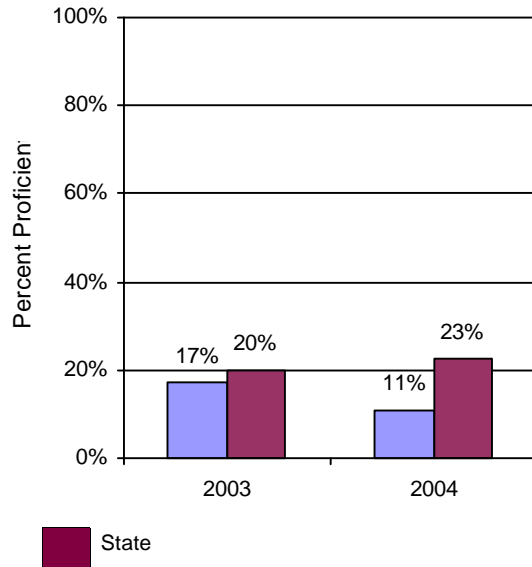
Statewide Testing

Highest Grade Tested: 5

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2002-03		2003-04	
	School	State	School	State
Meaning	2.4	2.7	3.0	3.0
Voice	2.4	2.7	3.0	3.1
Clarity	2.3	2.5	2.9	2.9
Design	2.2	2.5	2.9	2.9
Conventions	2.3	2.6	3.0	2.9
Overall	2.3	2.6	3.0	3.0

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	24%	76%
Mathematics	19%	81%
This School Highest Grade Tested: 5		
Reading	14%	86%
Mathematics	15%	85%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information

Published on March 21, 2005. Updated as of November 1, 2005.

Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.